

Centre Number						Candidate Number				
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General Certificate of Secondary Education  
Foundation Tier  
June 2011

# Geography (Specification A)

## Unit 2 Human Geography

Friday 17 June 2011 9.00 am to 10.30 am

40302F  
**F**

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
TOTAL	

### For this paper you must have:

- the colour insert
  - pencil
  - rubber
  - ruler.
- You may use a calculator.

### Time allowed

- 1 hour 30 minutes

### Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **three** questions.
- Answer **one** question from **Section A** and **one** question from **Section B**, and **one** other question from **either** Section A **or** Section B.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- Use case studies to support your answers where appropriate.

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 75.
- You will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

### Advice

- Where appropriate, credit will be given for the use of diagrams to illustrate answers and where reference is made to your personal investigative work. You are advised to allocate your time carefully.



J U N 1 1 4 0 3 0 2 F 0 1

**There are no questions printed on this page**

**DO NOT WRITE ON THIS PAGE  
ANSWER IN THE SPACES PROVIDED**



## Section A

Answer **one** question from Section A and **one** question from Section B and **one** other question from **either** Section A **or** Section B.

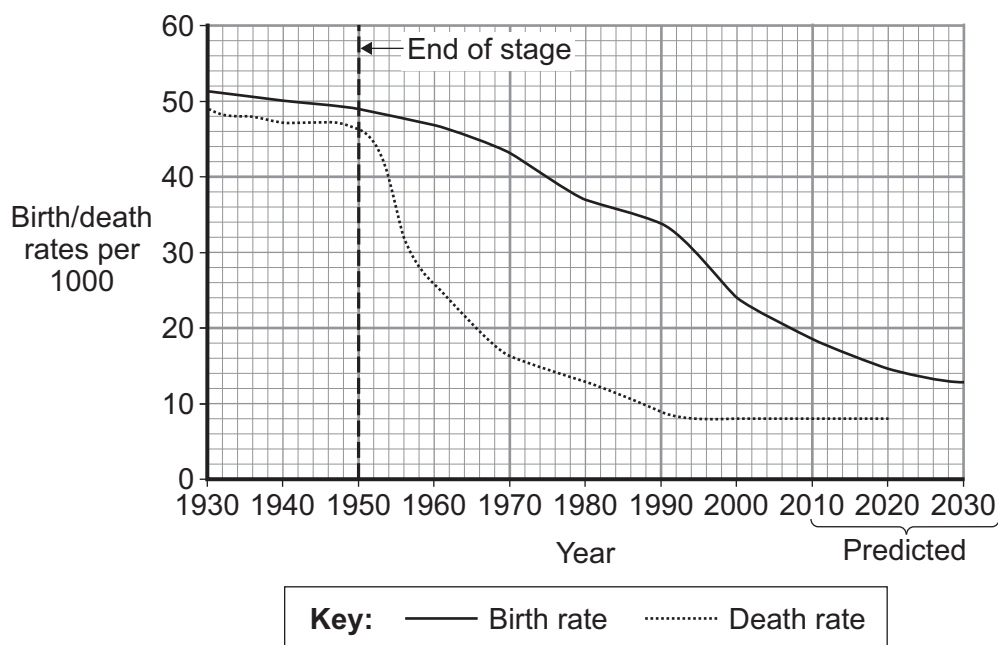
Use case studies to support your answers where appropriate.

**Total for this question: 25 marks**

### 1 Population Change

- 1 (a) Study **Figure 1** which shows the birth rates and death rates for the poor country of Indonesia between 1930 and 2030.

**Figure 1**



- 1 (a) (i) Plot the data below to complete the graph, **Figure 1**.

**Death rate (2030) : 7 per 1000**

(1 mark)

- 1 (a) (ii) The Demographic Transition Model (DTM) shows how the population of a country changes over time.

Which stage of the model shown in **Figure 1** ended in 1950?

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(1 mark)

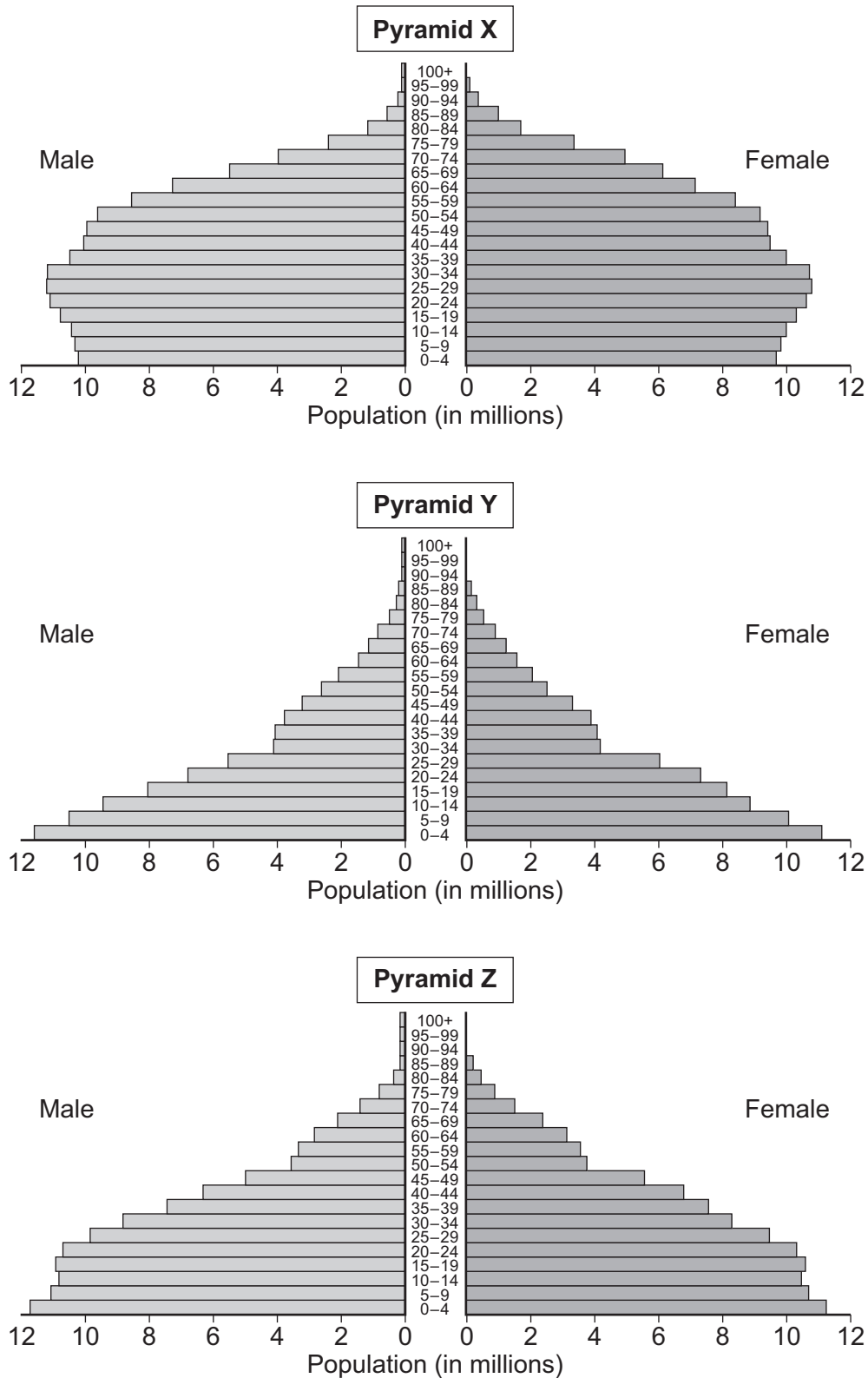
**Question 1 continues on the next page**

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- 1 (a) (iii) Figure 2 shows population pyramids for Indonesia in 1980, 2000 and 2030 (predicted). The pyramids are not shown in the correct order.

Figure 2



Use **Figure 2** and your own knowledge of the DTM to write the correct year for each population pyramid in the table below.

Pyramid	Year
X	
Y	
Z	

(2 marks)

**1 (a) (iv)** Give **one** feature of the shape of the population pyramid for 1980.

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(1 mark)

**1 (a) (v)** Suggest why the birth rate in many poor countries is falling.

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(4 marks)

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**Question 1 continues on the next page**

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1 (b) Study **Figure 3** which is a population density map of Indonesia.

**Figure 3**



1 (b) (i) What is population density?

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(1 mark)

1 (b) (ii) The Indonesian government wants people to move from Java and Bali to different islands.  
Use **Figure 3** to suggest why.

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(2 marks)



- 1 (b) (iii)** Suggest why some people do not want to move away from Java and Bali to different islands.

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(2 marks)

- 1 (c)** Study **Figure 4** on the insert, which describes the rescue of some refugees trying to reach the European Union (EU).

- 1 (c) (i)** What is a 'refugee'?

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(1 mark)

- 1 (c) (ii)** In an EU country such as Italy, the arrival of large numbers of refugees may cause problems.  
Describe **two** of these problems.

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**Question 1 continues on the next page**

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**1 (d)**

Many countries now have an ageing population.

Describe how a country may try to encourage an increase in the birth rate.

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*(6 marks)*

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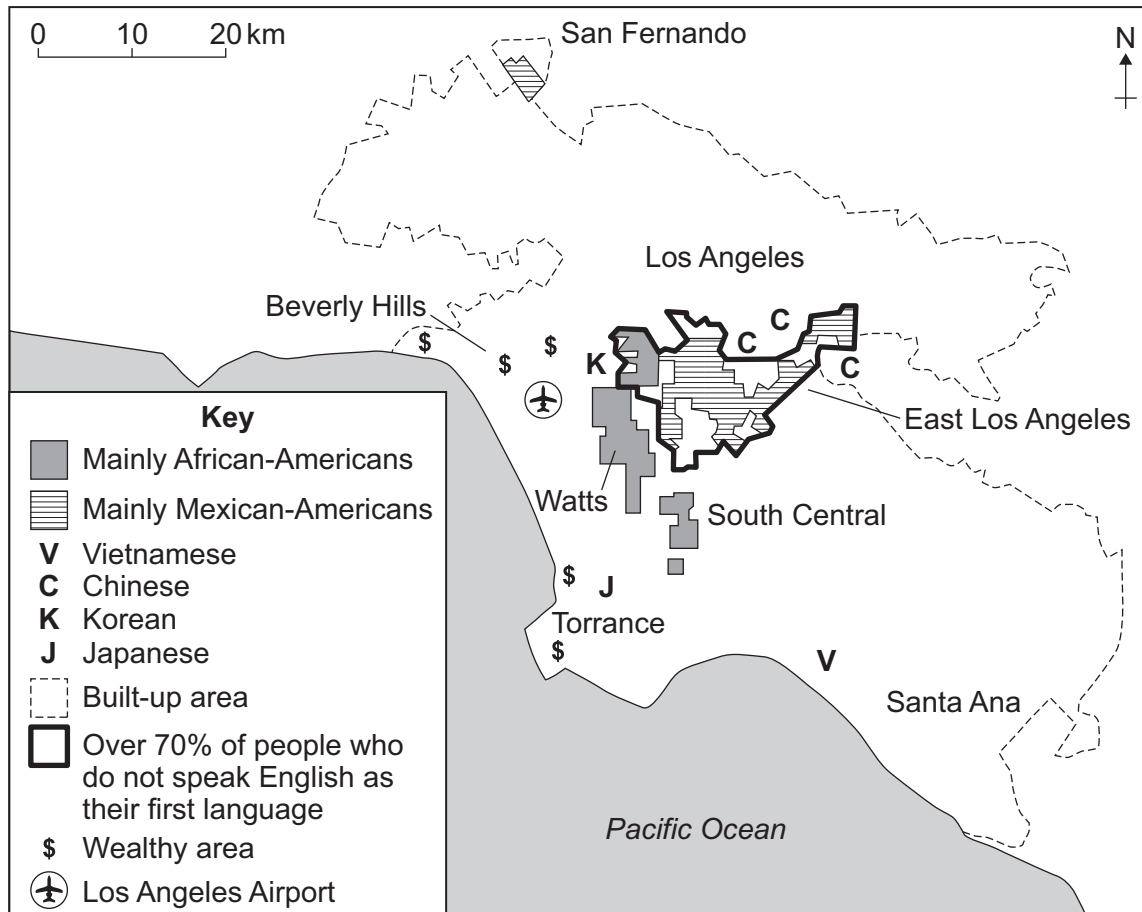




Total for this question: 25 marks

**2 Changing Urban Environments**

- 2 (a)** Study **Figure 5** which shows the distribution of the different ethnic groups living in Los Angeles, a city in the United States.

**Figure 5**

- 2 (a) (i)** Which group of people live in Watts?

(1 mark)

- 2 (a) (ii)** Describe the location of the part of Los Angeles where over 70% of people do not speak English as their first language.

(2 marks)

Question 2 continues on the next page

Turn over ►



**2 (a) (iii)** People of the same ethnic group often live near to each other.  
Give **three** reasons why.

- 1 .....
- .....
- 2 .....
- .....
- 3 .....
- .....

(3 marks)

**2 (a) (iv)** The following are strategies which try to support multicultural communities in urban areas.

- 1 Provide English language classes
- 2 Develop the ethnic areas as tourist attractions
- 3 Encourage people to live in areas with a mix of people of different ethnic origins
- 4 Encourage people to start their own business

Choose **two** of the strategies listed and for each explain how it may support multicultural communities.

Strategy number .....

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Strategy number .....

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(4 marks)



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- 2 (b) (i)** Study **Figure 6** on the insert, which shows an area of a British city.  
Which part of a city is shown in **Figure 6**?  
Circle the correct answer.

**Central business district**

**Inner city**

**Suburbs**

(1 mark)

- 2 (b) (ii)** List **two** features shown in **Figure 6** which are typical of the area of the city named in part (b)(i).

1 .....

2 .....

(2 marks)

**Question 2 continues on the next page**

**Turn over ►**



**2 (c)**

Study **Figure 7** on the insert, which shows part of a squatter settlement in South Africa. Use an example to describe how problems of squatter settlements in the poor world can be reduced.

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**2 (d) (i)** Give **two** problems caused by rapid urbanisation for cities in the poor world.

1 .....

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2 .....

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(2 marks)

**2 (d) (ii)** Explain why the disposal of waste in cities in the poor world is very difficult.

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(4 marks)

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**Turn over for the next question**

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Total for this question: 25 marks

**3 Changing Rural Environments**

- 3 (a)** Rhyd is a small village in the Snowdonia National Park in North Wales. Study **Figure 8** which shows changes in the village between 1891 and 2007.

**Figure 8**

	1891	1944	2007
Number of houses	22	18	15
Population	90	44	37
People over 70	0	0	3
Second homes	0	1	5
Ruins	0	7	7
Quarrymen	22	3	3
Carpenters	0	1	1
Farmers	11	7	7

- 3 (a) (i)** What was the main employment of people living in Rhyd in 1891?

.....  
(1 mark)

- 3 (a) (ii)** Give **two** pieces of evidence from **Figure 8** which show that rural depopulation has happened in Rhyd.

1 .....

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2 .....

.....  
(2 marks)



**3 (a) (iii)** Study **Figure 9** on the insert, the Ordnance Survey map extract of the area around Rhyd (grid squares 6341 and 6342).

Tick the **four** correct statements.

Statement	
Rhyd is on the B4410.	
The slopes around Rhyd are very gentle.	
The land east of Rhyd rises to 217 metres.	
A cycle network passes through the village.	
Large areas around the village are covered in non-coniferous wood.	
The area is owned by the National Trust but with limited access.	

(4 marks)

**Question 3 continues on the next page**

**Turn over ►**



**3 (a) (iv)** What is a 'second home'?

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(1 mark)

**3 (a) (v)** Describe the problems of a village with a high percentage of second homes.

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(4 marks)

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**3 (b)** Irrigation can bring the following changes to farming in tropical areas of the world.

- 1 Irrigation can cause a change from subsistence farming to commercial farming.
- 2 Irrigation can deposit salt in the soil.
- 3 Irrigation can increase the length of the growing season.
- 4 Irrigation can increase rural debt.
- 5 Irrigation can increase the total crop produced.
- 6 Irrigation can affect the local ecosystem.

**3 (b) (i)** Choose **one** change that you think is an advantage of irrigation for tropical farming. Explain why this change is an advantage.

Number .....

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(2 marks)

**3 (b) (ii)** Choose **one** change that you think is a disadvantage of irrigation for tropical farming. Explain why this change is a disadvantage.

Number .....

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(2 marks)

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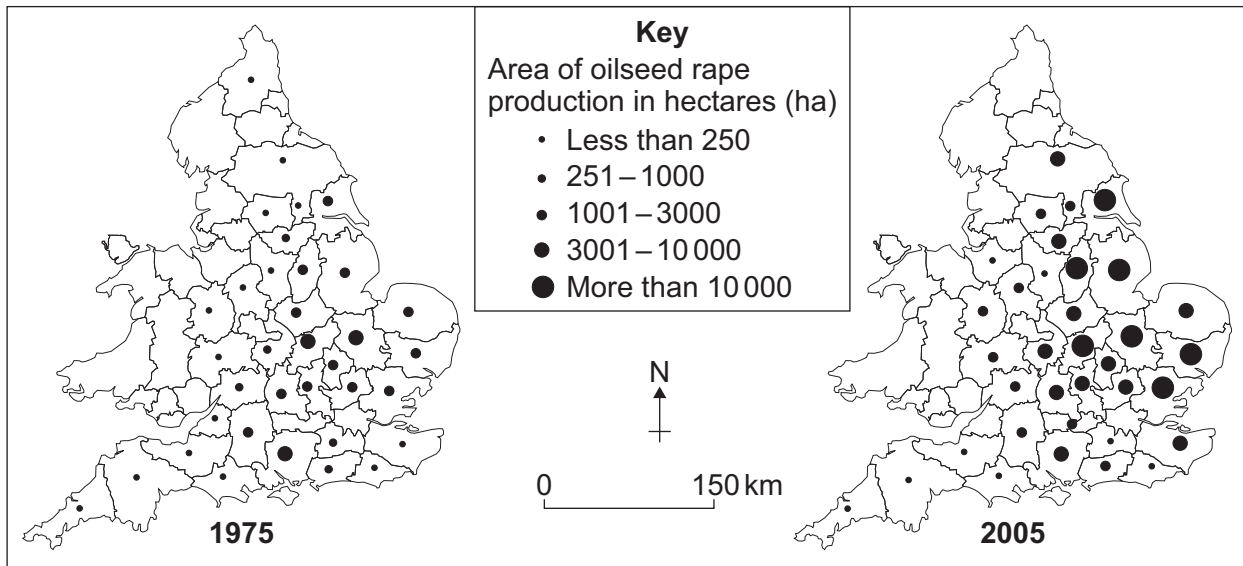
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- 3 (c)** Commercial farming in the UK has introduced new crops and has become more intensive.

Study **Figure 10** which shows the distribution of oilseed rape production in England and Wales in 1975 and 2005.

**Figure 10**



- 3 (c) (i)** Give **two** facts about changes in oilseed rape production between 1975 and 2005.

1 .....

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2 .....

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(2 marks)

- 3 (c) (ii)** Suggest **one** reason why competition from global markets may have encouraged farmers to introduce new crops such as oilseed rape.

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(1 mark)



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25

**Turn over for Section B**

**Section B**

Answer **one** question from Section A and **one** question from Section B and **one** other question from **either** Section A **or** Section B.

Use case studies to support your answers where appropriate.

**Total for this question: 25 marks**

**4 The Development Gap**

**4 (a)** Study **Figures 11a** and **11b**, opposite, which show two ways of classifying the different countries of the world.

**4 (a) (i)** Use the maps and keys in **Figures 11a** and **11b** to complete the following table using the correct letters or numbers. Two have been done for you.

Country	Classification in Figure 11a	Classification in Figure 11b
Saudi Arabia	Y	4
Russia	X	2
Brazil		
Kenya		
Australia		

(3 marks)

**4 (a) (ii)** Explain why the classification of countries shown in **Figure 11a** is no longer valid.

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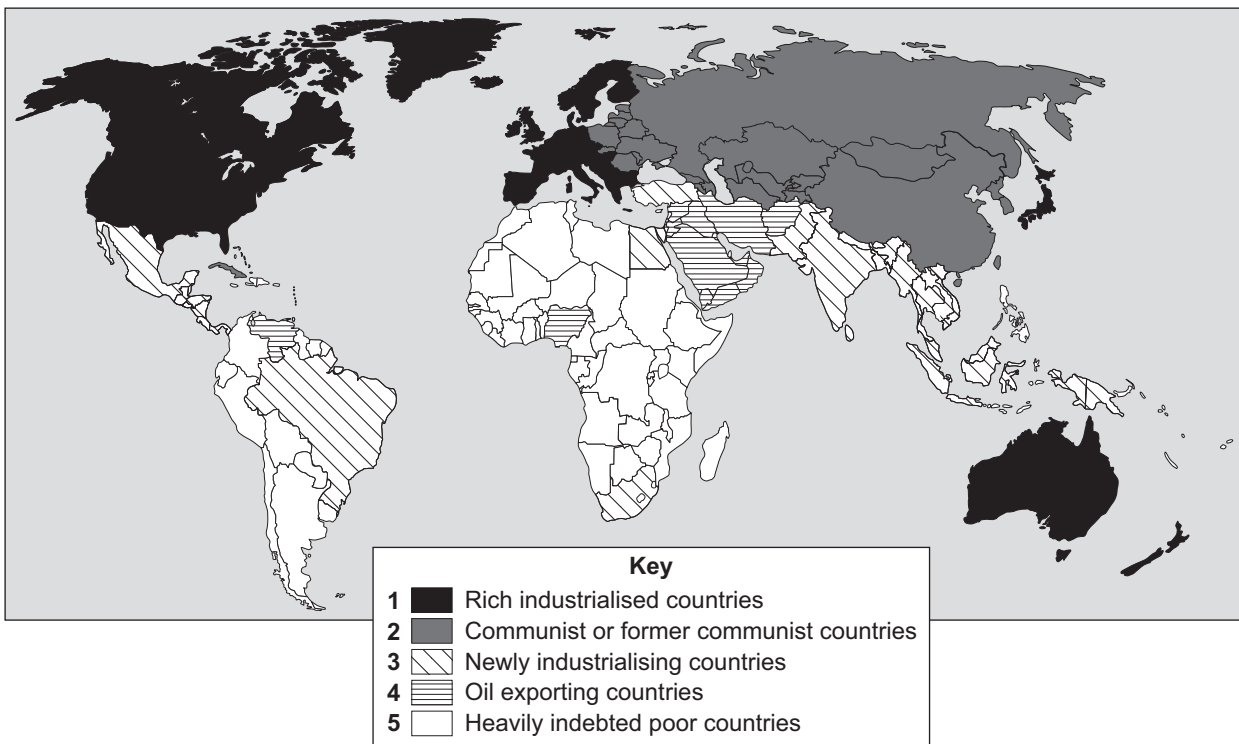
(2 marks)



Figure 11a



Figure 11b



Question 4 continues on the next page

Turn over ►



- 4 (b)** Study **Figure 12**, a charity advert about a Bangladeshi woman.

**Figure 12**



**Juleka has only two  
possessions in the whole world.  
So why is she smiling?**

She is smiling because she can use a sewing machine and because she is learning to read. She is smiling because her children are going to school and because for the first time in her life Juleka is beginning to have confidence in her own abilities.

Deserted by her husband, Juleka lives with her three children in one of the poorest areas of Dhaka, Bangladesh. All she owns are her clothes and a cooking pot.

- 4 (b) (i)** Use **Figure 12** and your own knowledge to suggest why Juleka is smiling.

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**(4 marks)**



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**4 (b) (ii)** Explain the *difference* between standard of living and quality of life.

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(2 marks)

**4 (b) (iii)** Juleka is happy with her quality of life.

Why might people in rich countries not agree with Juleka about her quality of life?

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(2 marks)

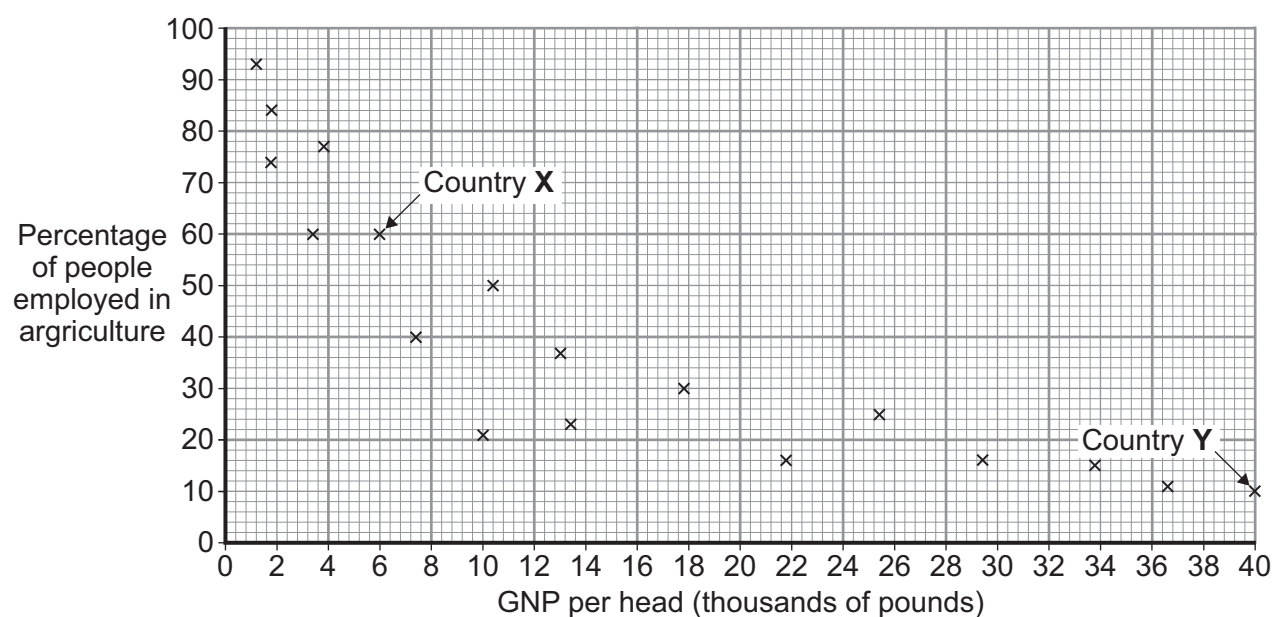
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**Turn over ►**



- 4 (c)** Study **Figure 13**, a scattergraph showing the link between GNP per head and the percentage of people employed in agriculture in selected countries.

**Figure 13**



- 4 (c) (i)** Plot the following statistics on **Figure 13**.

GNP per head (£ 000s)	Percentage of people employed in agriculture
2	80

(1 mark)

- 4 (c) (ii)** What is the relationship between GNP per head and the percentage of people employed in agriculture shown in **Figure 13**?

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(1 mark)

- 4 (c) (iii)** Why is the use of a single development measure such as GNP per head not a good way of measuring a country's level of development?

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(2 marks)





(2 marks)

(6 marks)

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Total for this question: 25 marks

**5 Globalisation****5 (a) (i)** Complete the paragraph below by choosing the correct words from the following list.**exported****oxygen****factory****imported****carbon dioxide****farm**

'Food miles' is the measure of distance food travels from the .....  
to the consumer. This transport adds to the ..... emissions that  
are contributing to climate change. Half the vegetables and ninety-five per cent  
of the fruit in the UK are .....  
(3 marks)

**5 (a) (ii)** Give **one** way shopping for food may add to the number of food miles travelled.

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(1 mark)

**5 (a) (iii)** Why has the number of food miles increased recently?

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.....  
(1 mark)



- 5 (a) (iv)** Study **Figure 14** on the insert, which shows one way strawberries are grown. Give **two** pieces of evidence from **Figure 14** that show that these strawberries are intensively grown.

1 .....

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2 .....

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(2 marks)

- 5 (a) (v)** Explain how intensive farming production can affect climate change.

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(2 marks)

- 5 (a) (vi)** Describe **one** economic effect of an increasing demand for food.

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(2 marks)

**Question 5 continues on the next page**

**Turn over ►**



(1 mark)

(1 mark)

(6 marks)

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**5 (c) (i)** Give **two** reasons why there has been an increasing global demand for energy.

1 .....

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2 .....

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(2 marks)

**Question 5 continues on the next page**

**Turn over ►**

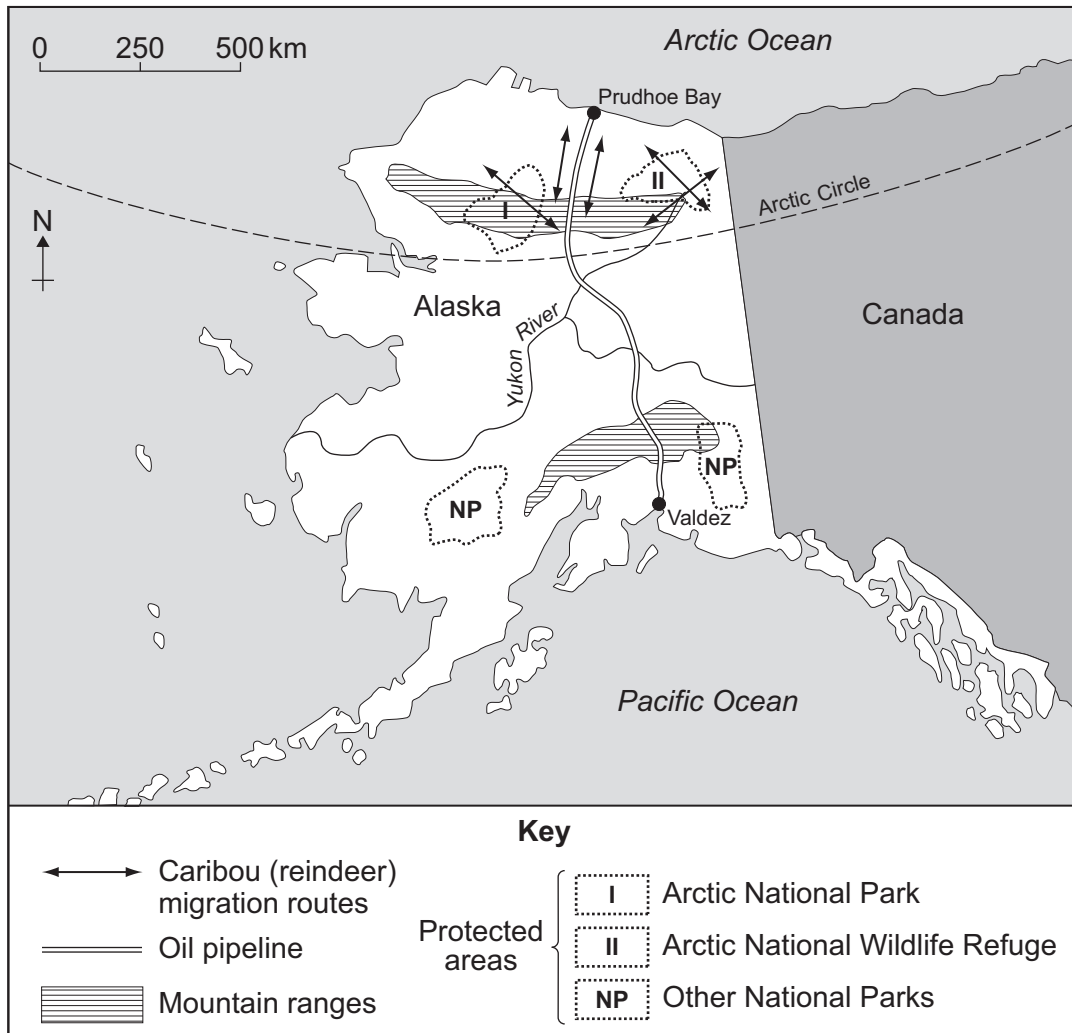


5 (c) (ii) Study **Figure 15a** below, and **Figure 15b** on the insert.

**Figure 15a** shows the Alaskan oil pipeline. This was built to carry oil from the frozen coast of the Arctic Ocean to the ice-free port of Valdez.

**Figure 15b** shows the effects of an oil spillage near Valdez.

**Figure 15a**



Use **Figures 15a** and **15b** and your own knowledge to describe how the increased demand for energy can have serious environmental effects.

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Turn over for the next question

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Total for this question: 25 marks

**6 Tourism****6 (a)** The following is a list of different types of tourist activity numbered 1 to 6.

- 1 Visiting large museums
- 2 Skiing
- 3 Going to international football matches
- 4 Visiting amusement arcades at the end of a pier
- 5 Trekking and fell walking
- 6 Surfing

Complete the table below by writing the number of each tourist activity under the correct heading. Write each number only **once**.

CITIES	COASTAL AREAS	MOUNTAINS

(3 marks)

**6 (b)** Choose **either** a National Park **or** a coastal resort in the UK.

Name of National Park or coastal resort .....

**6 (b) (i)** Explain why your chosen area attracts many tourists.

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(6 marks)

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**6 (b) (ii)** Give **two** reasons why your chosen tourist area may become less popular over time.

1 .....

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2 .....

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(2 marks)

**Question 6 continues on the next page**

**Turn over ►**



- 6 (b) (iii)** The following is a list of some strategies which National Parks and coastal resorts in the UK have used to maintain a successful tourism industry.

National Parks	Coastal resorts
1. Farms offering tourist activities	4. Building conference centres
2. Managing the effects of footpath erosion	5. Concentrating on the luxury end of the market
3. Zoning of the area into honeypots and wilder more remote areas	6. Developing a wider range of attractions including those indoors

Choose either **two** National Parks strategies (1–3) or **two** coastal resorts strategies (4–6). For **each**, explain how the chosen strategy may make sure of the continuing success of the tourist industry in **either** a National Park **or** a coastal resort.

Strategy number .....

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Strategy number .....

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(4 marks)

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**6 (c)** The coast of Kenya is a tropical area which attracts many tourists.  
Study **Figure 16** on the insert, a cross-section through the coast of Kenya.

**6 (c) (i)** Use **Figure 16** to suggest why many tourists visit the coast of Kenya.

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(2 marks)

**6 (c) (ii)** Outline how tourists can easily damage the environment of this area.

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(2 marks)

**6 (d) (i)** What is the meaning of **each** of the following words?

Conservation .....

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Stewardship .....

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(2 marks)

**Question 6 continues on the next page**

**Turn over ►**



- 6 (d) (ii)** Study **Figure 17** on the insert, which shows an ecotourism development in the Seychelles in the Indian Ocean.

Describe how an ecotourism development can benefit future generations.

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(4 marks)

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**END OF QUESTIONS**

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